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ABSTRACT

This elementary-level thematic unit on India was designed to serve as a stepping stone toward the goal of mutual respect among children of different backgrounds. This unit may take one to four weeks depending on the class time. To expand children's awareness of the Indian culture, many hands-on activities are included. This unit was developed with the idea of integrating all parts of the curriculum. Curriculum areas include the following: Foreign Language; Math; Language Arts; Drama; Music; Social Studies; Cooking; and Creative Arts. Another component to this unit encourages children in the classroom who are familiar with Indian culture to share their knowledge and insights and to invite their families to enrich the program. Community involvement from Indian stores and restaurants also can be solicited. Contains 10 references. (EH)

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CURRICULUM PROJECTS DEVELOPED
by
1995 SEMINAR PARTICIPANTS

CURRICULUM PROJECT

Norma L. Johnson

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CURRICULUM PROJECT

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PURPOSE OF THE PROJECT

The world is a smaller place these days, and children in our classrooms are from many cultures. I would hope this project would serve as a stepping stone toward the goal of mutual respect among children of differents backgrounds. It is known that with education and participation comes understanding and increased harmony among an ethnically and racially mixed community.

A thematic unit on India offers a vehicle for interesting and stimulating learning for the whole class. It also provides a natural approach in the content area for acquiring English. Students will learn English as they are exposed to the beauties, the diversities, and similarities of a country other than their own. Integration of the topic into other parts of the curriculum will also stimulate total academic endeavors.

METHODOLOGY AND COMPONENTS

This unit may take one week to four weeks depending on the class time. The timeline varies because the theme could also be intergrated into the prescribed academic teaching plan.

To expand children's awareness of the Indian culture many hands on activities are included. This unit is developed with the idea of integrating all parts of the curriculum. Curriculum areas include the following:

Foreign Language
Math
Language Arts
Drama
Music
Social Studies
Cooking
Creative Arts

Another component to this unit is to encourage children in the classroom who are familiar with the Indian culture to share their knowledge and insights, and invite their families to enrich the program. Community involvement from Indian stores and resturants will also be solicited.

THEMATIC SCHEDULE

LANGUAGE ARTS

Introduction: This unit will be introduced by reading the Indian folktale: The Old Woman in the Pumpkin, retold by Betsey Franco. The Indian words in the story are, **sari, chiura, dal, curried fish** , and **namaste**. After reading the story discuss the following:

1. What do you notice about the way the characters are dressed? Discuss the clothing of the woman and her daughter. Introduce the word "sari." Fortunately, this writer has a sari to show the class. Show how long it is and then demonstrate how to put it on. Also discuss the men's clothing. Show a "dhoti" and demonstrate with a boy in the room how the Indian men wear them.

2. Share facts about the houses. No shoes are worn in the house. Inside the daughters mud hut there are mats on the floor with cushions, rather than chairs. Nowadays, some people live in homes similar to the mud hut in the story. However, in the cities in India homes are made of such materials as brick and cement and are very modern and beautiful.

3. What can you say about Indian food from the story? The old woman carried a snack of "chiura" made of peanuts, raisins, coconut, and rice. For meals, mother and daughter ate fish curry, dal, vegetables and rice. The meals were served on a banana leaf that could be thrown to the cows-a perfect recycling system.

4. Other activities with the story:

* Do sequencing with the story events
* The chant in the story can be read as a choral reading reading each time it appears
* Children can find the rhyming words used in the poem (this is a difficult skill for second language learners)
* Children can create their own version of the story and make a book.
* Make vocabulary cards for the Indian words and any other new English words. Especially make a word chart for the Indian greeting, "Namaste." Children love to learn greetings from other countries!

DRAMA

Acting out stories is an excellent way second language learners acquire communicative English skill. It gives them a vehicle to take a "risk" and use their English vocabulary.

The characters in the story, The Old Woman and the Pumpkin, are the woman, her daughter, a jackal, a tiger, and a bear. The children could draw each character and act out their parts in small groups.

FOREIGN LANGUAGE, SOCIAL STUDIES

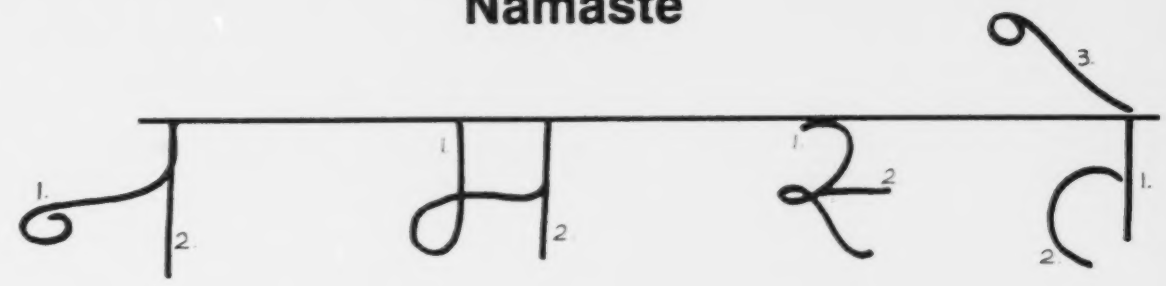
India is made up of many states. Different languages are spoken in the different states, but the national language is Hindi. English is also major language used for instruction in the schools.

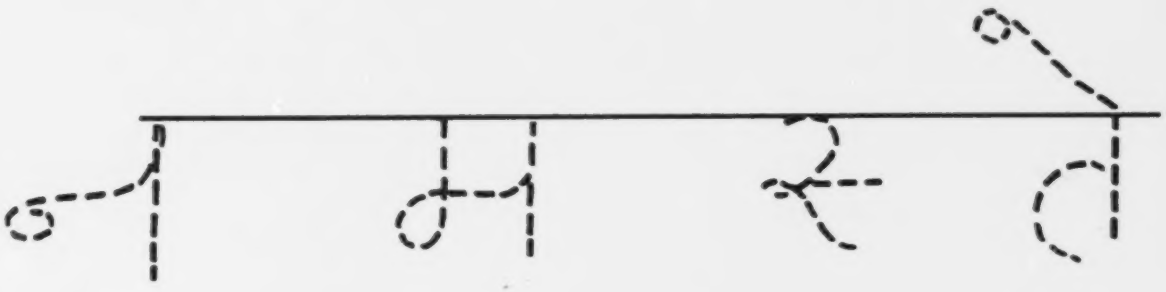
Children will learn to say and write some common phrases and words in Hindi.

WORD	ENGLISH	PRONUNCIATION
Namaste	I greet you (said with hands together and head bowed)	Nah-MAHS-teh
krupaya	Please	Kroo-pah-YAH
dhanyavad	Thank you	DHAHN-yah-vahd
Mataji	mother	MAH-tah-jee
Pitaji	father	pih-TAH-jee

Children will also have a chance to practice how to write the word "Namaste" in Hindi. The line across the top means it is one word. In fact, the words are written below the line. Children from other countries can share how to write a greeting from their country. This writer also can show the class her ring she had made in India with her name written in Hindi.

Namaste





CREATIVE ARTS

According to Hindi custom, rice powder (or rice past) is used to create geometric designs on the floors and entrance ways of houses. This art form is called "Rangoli" (RUHN-goh-lee) or "Alpana" (ahl-pah-NAH). Designs are generally made of white rice paste, but sometimes red is used. Flowers and colored powders are used to decorate the inside of the design. There are two ways to create the patterns. Some are done freehand. Others are done according to a geometric pattern of dots.

1. Flour designs: Children will create a flour design by outlining large geometric shapes by letting the flour fall through their fingers onto black paper. Some children may want to draw a shape first in pencil. These designs cannot be saved.

2. Chalk designs: Children will complete the design pattern included with this unit using colored chalk. The design can be completed by spraying a fixative on it so it will not smear. This design may be saved and put up in the room.

INDIAN PAINTINGS

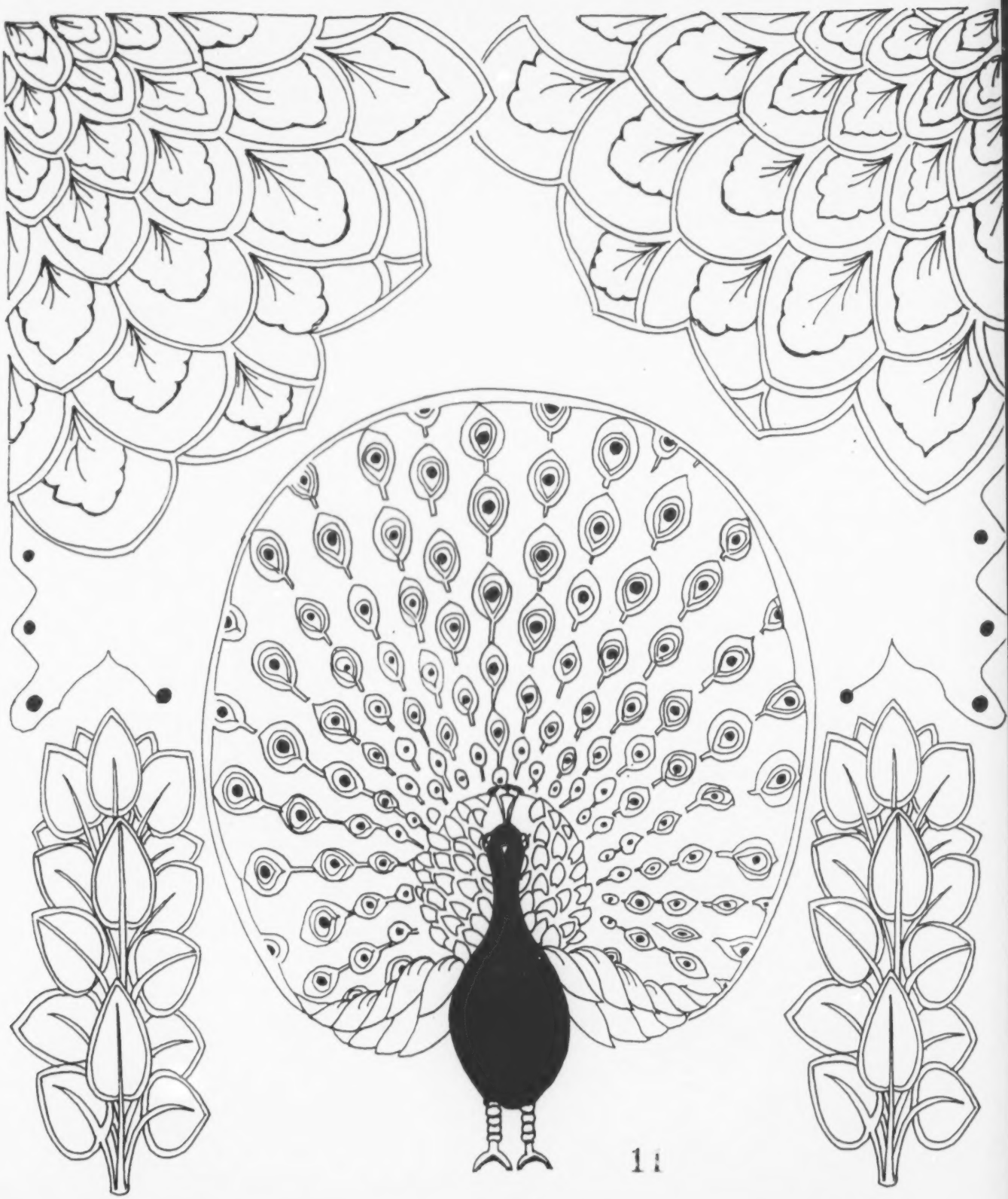
Indian paintings often depict a story from ancient books of tales and traditions, such as the Ramayana. Indian artists use bright colors, such as gold, red and green, and they include intricate details and patterns. A decorative border often sets off the painting. Sometimes paintings are done in miniature, such as on the back of playing cards.

Activity- Have the children discuss important events in their lives, such as the birth of a sibling, getting a family pet, celebrating a holiday, a vacation, etc. Have the students choose one event to draw. Let each child draw with bright colored markers. Show some Indian art from books or as this writer is able to show samples of Indian art collected in India. The children will put borders around their drawings and they can be displayed in the classroom.

An Indian Design

Copy this design.

Samples of Indian Art



SOCIAL STUDIES, LANGUAGES

GAMES CHILDREN PLAY IN INDIA

The materials needed for playing children's games in India are often very easy to obtain. With a few sticks and a handful of stones, Indian children can have a lot of fun. They play games similiar to American "Jacks," "Hopscotch," "Marbles," and "Hide and Seek." The following is a list of games that could be taught in this unit:

1. Stone Game: Kallaata (Kah-LAAH-tah)

   "Kallu" means stones; "aata" means games.
   This game is similar to American "Jacks" except that the ball is replaced by a stone. Therefore, the "ball" doesn't bounce. Instead it is thrown up and caught in the air after picking up a stone or stones on the ground.

2. Hopscotch: Paandi (paahn-DEE)

   Paandi is played the same way as American hopscotch. Children could draw their own "court" on the sidewalk with chalk.

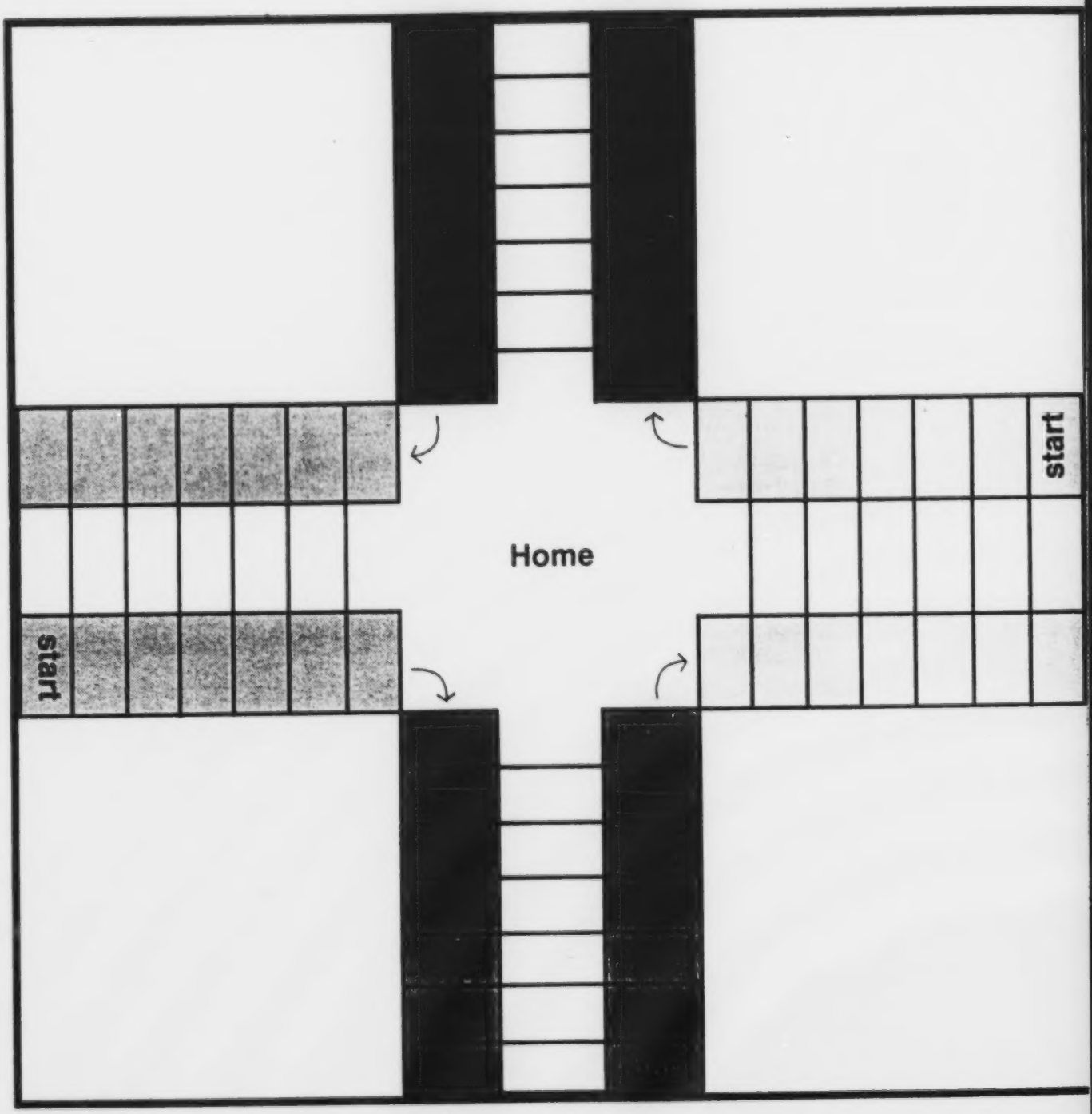
3. Pagade (Puh-gah-DE)

   This game is very popular game in India among children of all ages. It is similiar to the American game "Sorry." A simplified version of Pagade is included in this unit.

   The object of the game is to send all of your players around the entire board counterclockwise and into the "Home" space. On your turn, roll the dice. Find the sum and move one pawn that number of spaces. Or move one pawn the number of spaces on the first die and another pawn the number on the second die. If you land on a space occupied by an opponent's pawn, your opponent's pawn is sent back to the start.

A Version of Pagade

(Puh-gah-DE)



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MUSIC, SOCIAL STUDIES

The distinctive sound of Indian music is partially due to the types of instruments played. There are many types of drums. Flutes are always made of bamboo, not metal. An important Indian instrument is the sitar. A sitar is a stringed instrument. Tambourines are also played in India.

Activity- Children will listen to Indian music. This writer acquired a tape of Indian music while in India. Show pictures of the instruments used in India. Children can makes tambourines out of various material. Encourage creativity! After completing their tambourine let the children play along with the Indian music.

COOKING AND MATHEMATICS

Chiura (CHYOO-rah) is an Indian snack that is eaten like trail mix. To make the Indian version, you saute garlic powder, onion flakes, red pepper, and red chilis in a tablespoon of oil to add flavor. Slivers of dried coconut and flat rice and small strips of rolled out garbanzo dough are also sauted. Then peanuts, cashews, and raisins are added. For the American version, Rice Krispies are substituted for flat rice, and Chinese chow mein noodles replace the garbanzo flour.

Activity- Organize the children into small groups and distribute the ingredients with a copy of the included instruction sheet.

MATHEMATICS AND LANGUAGE

Children enjoy learning to count in other languages. Children with other languages in the classroom can demonstrate how to count to ten in their language. A chart can be prepared by each child to acquaint them how to count to ten in Hindi. A counting chart is included in this unit.

SOCIAL STUDIES AND GEOGRAPHY

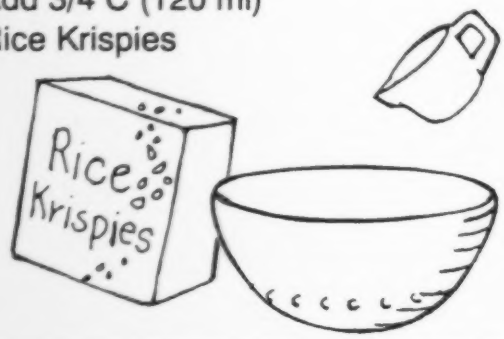
Show children on the world map where India is located (this should be done first thing before reading the story to begin the unit). Pass out maps included in this unit of Asia and the map of India. Talk about the cities in India. This would be a

good time for pictures in various books to be shown. This writer would show her slides of India and intentially show the cities shown on the map. Also included here would be the most popular monument known to the world that is in India. It is the Taj Mahal. Included in this unit is a picture of the Taj Mahal for each child. Slides would also be shown of this and other monuments. Let the children know that India is a country of many people, many religions, many languages, and many cultures.

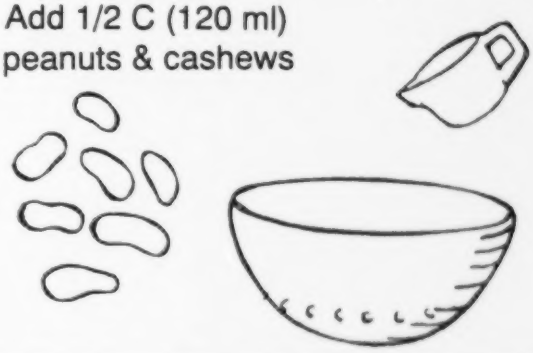
The Flag of India- Show a flag of India. Let the children know of the meaning of the symbol. Children then can color the flag included in this unit.

Chiura (chyóo-ra)

1. Add 3/4 C (120 ml) Rice Krispies

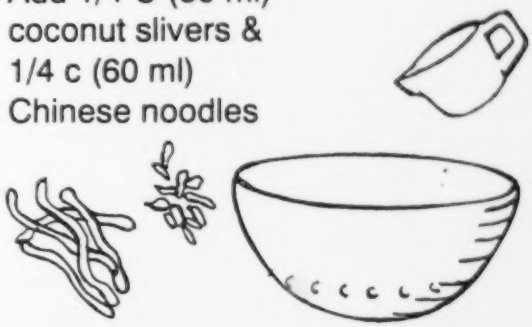


2. Add 1/2 C (120 ml) peanuts & cashews

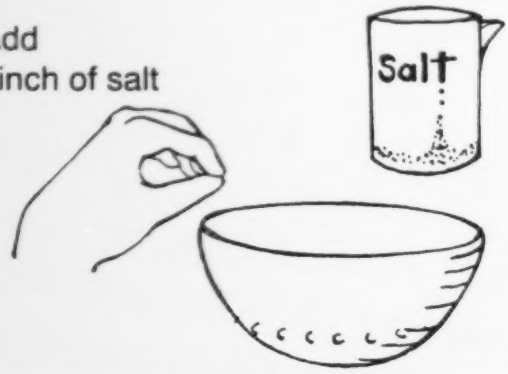


3. Add 1/2 C (120 ml) raisins

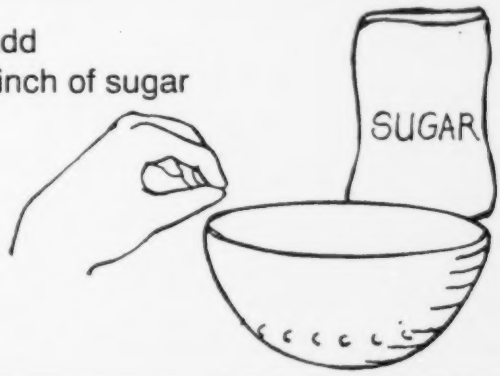
4. Add 1/4 C (60 ml) coconut slivers & 1/4 c (60 ml) Chinese noodles



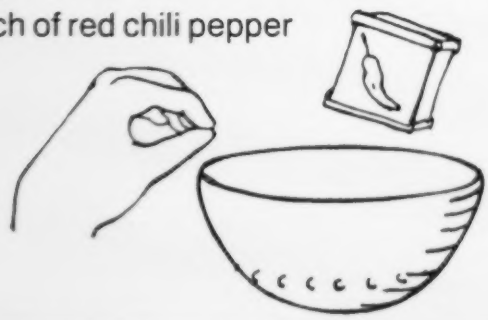
5. Add pinch of salt



6. Add pinch of sugar



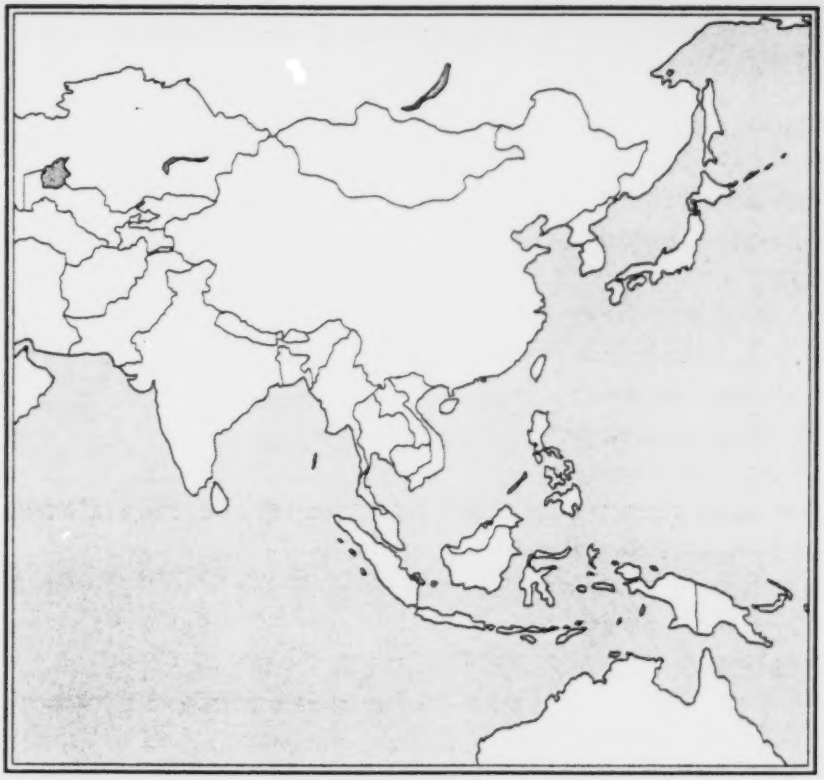
7. Add pinch of red chili pepper



8. Mix. Eat. Enjoy.

Counting Chart

1 **ek** ayk	2 **do** dthoh
3 **teen** dtheen	4 **char** chahr
5 **panch** pahnch	6 **chae** cheh
7 **sat** sah	8 **aath** aath
9 **now** now	10 **dus** dthuhs



Map of Asia

Find India on this map of Asia
Color it orange

Map of India

Name: _____

Map of India

Name: _____

The Taj Mahal

The Taj Mahal was built in Agra, India as a mausoleum, a building to house the tomb of Shah Jahan and his wife. It took 20,000 people working day and night for 22 years (1633 - 1655 A.D.) to complete the magnificent structure. Marble, gems and other fine materials were brought from many countries. Rare fish swam in the ponds, and peacocks walked along the tree-lined paths.

Color the Taj Mahal. Add some animals, birds and people to the drawing.

Write a story or poem about what it would be like to live in such a magnificent place.

RESULTS

1. Expanded cultural awareness for each student.
2. Knowledge of similarities of cultures.
3. Knowledge of positive differences among cultures.
4. Understanding of what might have beeen considered foreign.
5. Theme across the curriculum.
6.. Acquiring English while gaining knowledge of content curriculum.
7. Language Arts application in a new approach.
8. Added dimension to art instruction.
9. TPR (Total Physical Response) used as method of language acquisition.

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